DOCUMENT RESUME

ED 426 947 SO 029 870

TITLE	Conflict Resolution: Judges in the Classroom, Secondary School Lesson.
INSTITUTION	Washington State Office of the Administrator for the Courts, Olympia.
PUB DATE	1997-00-00
NOTE	8p.
AVAILABLE FROM	Office of the Administrator for the Courts, 1206 South Quince Street, Box 41170, Olympia, WA 98502-1170 ($10 plus 8% tax and $4.95 shipping/handling).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Citizenship Education; Class Activities; *Conflict Resolution; Educational Objectives; Intermediate Grades; *Interpersonal Communication; Law Related Education; Secondary Education; Social Studies; *Student Attitudes; *Student Participation
IDENTIFIERS	*Communication Strategies; *Conflict Management

ABSTRACT

This lesson plan on conflict resolution (for grades 6-12) uses a video presentation of a conflict between two individuals, "Katie" and "Betsy" and positions the students as witnesses. The lesson plan provides instructions for the teacher, gives objectives, list materials needed, and details classroom procedures. It also offers two handouts, one representing Katie's viewpoint and the other representing Betsy's viewpoint. (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 947

Conflict Resolution: Judges in the Classroom, Secondary School Lesson.

SO 029 870

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Margaret E. Fisher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

JUDGES IN THE CLASSROOM
Secondary School Lesson

CONFLICT RESOLUTION

Source:
Written by the staff of the Washington State Office of the Administrator for the Courts (OAC). For more information, please contact Judicial Education, Office of the Administrator for the Courts, 1206 S. Quince Street, PO Box 41170, Olympia, Washington 98504-1170.

Objectives:
1. Students will analyze a conflict: identifying the positions, interests and possible resolutions.

2. Students will identify obstacles to reaching conflict resolution.

3. Students will identify a range of conflict resolution strategies, including negotiation, mediation, arbitration, and litigation.

Grade Level: Grades 6-12

Time: One class period *(approximately 50 minutes)*

Materials:
Trigger Video: Conflict Resolution
One copy of Handout 1 for half of the students
One copy of Handout 2 for the other half of the students

NOTE: Lesson requires VCR and Monitor.

Procedures:
- **Begin the class by introducing yourself** and telling a little bit about what you do. Tell students that today's class will deal with solving conflicts.

- **Write the word "conflict"** on the board and then brainstorm with students what words they associate with conflict. Write these words on the board. Students should identify words such as fight, argument, mad, solution, shout, etc.

- **Ask students** if we could generally categorize words as positive or negative, how would we categorize the words we associated with conflict. Go through the list of words on the board and quickly put a plus or minus next to each word as the class directs you. Most of the words will likely be categorized as "negative."

- **Explain to students** that most people associate negative ideas with conflict. However, conflict is a natural part of living. Improving skills to solve conflict enhances the quality of everyone's lives.

- **This class will focus** on ways to settle conflicts.

- **Introduce the trigger video** by telling students they are about to witness a conflict. They should pay close attention to the details of the conflict and what is really going on.

- **To help them focus on the video,** you are going to give them a handout. Each handout represents the viewpoint of either Betsy or Katie, the two people in conflict in the video. Handout 1 asks questions from Betsy's point of view and Handout 2 asks the same questions about Katie's point of view. {You will pass out Handout 1 and Handout 2, alternating so that every other student gets the same handout (the cooperating teacher can assist). This is in order to assist with pairing students later in the class.}

- **Ask students** to jot down their answers to the questions as the video is playing and immediately after the video is over. Review the questions on both handouts before starting the video.

- **Show the video**. Give students a few minutes to jot down their responses on the paper.

- **Begin by asking students** what happened in the video. Clarify the facts with students. Students should identify that Katie has called Betsy and made an arrangement for the upcoming Orenco Concert (Orenco is a fictitious band). Katie offered to lend Betsy the money for Betsy's ticket if Betsy would stand in line on Saturday and buy the tickets. Katie asked Betsy to buy five tickets total, including three tickets for her friends who had already paid her. Betsy waited in line on Saturday, but was only able to buy four tickets according to the ticket seller's policy. Katie has taken all four tickets for herself and three friends, and informs Betsy that she is responsible for buying her own ticket. Betsy has complained to Katie and to Mr. V., a teacher at school.

- **Ask students** what is the conflict in this case. Write students' definition of the conflict on the board. It should be some version of: relying on Katie's offer to loan Betsy money for her concert ticket; Betsy waited in line to buy five tickets, but only could get four, which Katie now demands, leaving Betsy without a ticket.

- **Ask the students with Handout 1** what does Betsy want? Betsy wants to go to the Orenco Concert for the amount of money the ticket costs.

- **Ask the students who had Handout 2** what does Katie want? Katie wants to go to the Orenco Concert with her friends. She feels obligated to provide a ticket for her friends who gave her the money.

- **Return to the students with Handout 1** and ask what is Betsy's position? Why does Betsy feel the way she does? Their answers should be something like: Betsy believes that she is entitled to one of the four tickets that she bought. Her view is that she actually had the money because Katie had offered to loan her the money for her ticket on Saturday in exchange for being the one to actually go down, wait in line, and buy the tickets. In her mind, fairness requires that someone who didn't waste their Saturday buying the tickets should go without a ticket.

- **Return to the students with Handout 2 and ask** what is Katie's position? Why does Katie feel the way that she does? Their answer should be something like: Katie believes that she and her three friends are entitled to the four tickets since each of them had the ticket money on Saturday, the day the tickets were bought.

- **Tell students** that you are going to work on the conflict resolution skill of generating options. The main rule for generating options is that everyone can make suggestions about how to solve this conflict without discussion of it as a good or bad suggestion. All the suggestions will go on the board. Later, in small groups the students will examine the consequences of the various suggestions. Students who worked on Betsy's side with Handout 1 should make suggestions that Betsy might make. Students who worked on Katie's side with Handout 2 should make suggestions that Katie might make.

- **List students' ideas** on the board. Some ideas might include:
- Betsy buys a fifth ticket, but Katie and her three friends pay for the cost of the ticket that is above the original price of the ticket.
- Katie gives Betsy her ticket.
- One of the three friends who did not stand in line for the ticket has to get her or his own ticket or not go.
- Katie buys the fifth ticket and gets the price above the original cost divided between the three friends who didn't buy tickets.
- Betsy finds her own ticket with her own money if she still wants to go.

- **Tell students** that they are going to have a chance to solve this conflict. They've had a chance as a large group to think about both sides and to consider some possible solutions, but now they'll be in pairs to try to work it out.

- **Have students** get into pairs (a student with Handout 1 playing Betsy, paired with a student with Handout 2, playing Katie). **(The teacher can help get the students into these pairs.)**

- **Tell students** that have about seven minutes to work out the conflict over the tickets. Tell students that they should write down their solutions.

- **After seven minutes or so**, ask how many pairs were able to reach agreement. Chart this on the board. Ask how many pairs were unable to reach agreement, chart this number as well.

- **Congratulate those pairs** that reached agreement and ask why the pairs were able to work it out. From their answers, you would want it to be highlighted that students spoke in problem-solving language (no triggers or accusing tones), a solution workable to both sides was seen as achievable, Katie and Betsy saw that it was important to keep their friendship, etc.

- **Turn to those** who were unable to agree, and ask for selected teams to report what the difficulties were. You might hear that one side refused to listen or negotiate, that their language was provoking, that they didn't have any room for negotiation, etc.

- **Tell students** that what they have been doing is negotiating and that this law-related skill which they use in everyday life is an important part of the legal system. For those who failed at reaching a negotiated solution, in real life, they may turn to another person to help them solve their problem. There are people trained especially for this job, called mediators, who help people in conflict, like Betsy and Katie, reach a voluntary solution.

- **There is also a process** known as arbitration, which involves a person listening to both sides and then deciding how to resolve the conflict. The people in dispute don't control the outcome. Arbitration is sort of like a court hearing, but it is not quite as formal.

- **Finally, there is litigation**, a formal way of solving conflicts in which both sides, generally through lawyers, present their case to a judge (or jury) to be decided. Throughout litigation, however, the persons in dispute are usually negotiating to solve their conflict before going to trial. If that fails, the case may well end in a trial in which a judge or jury decides.

- **Describe to students** how your particular judicial responsibilities relate to solving conflicts. You might end the lesson advising students to increase their abilities to solve their own conflicts because of the satisfaction it will provide them and, from your perspective, that using the courts should be used only when absolutely necessary.

© 1997 Washington State Office of the Administrator for the Courts, Olympia, WA

HANDOUT 1

Betsy's Viewpoint

Directions: In this video, you will hear about a conflict between Betsy and Katie. You have been assigned to look at the video from Betsy's viewpoint. Try to see the conflict from her point of view. As you watch the video, think about how Betsy sees the problem and write down your thoughts about these questions.

1. **What is the conflict in this video?**

2. **What does Betsy want?**

3. **Why does Betsy want that?**

4. **Do you have any ideas about how they can work out this conflict?**

HANDOUT 2

Katie's Viewpoint

Directions: In this video, you will hear about a conflict between Betsy and Katie. You have been assigned to look at the video from Katie's viewpoint. Try to see the conflict from her point of view. As you watch the video, think about how Katie sees the problem and write down your thoughts about these questions.

1. What is the conflict in this video?

2. What does Katie want?

3. Why does Katie want that?

4. Do you have any ideas about how they can work out this conflict?